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AUTHOR Boatwright, Linton S.
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ABSTRACT

This speech contains information concerning the present and planned higher education facilities in the U.S. Army. The major point presented is that educational opportunity should be moved from a peripheral to a more integral part of a soldier's life by developing and instituting an educational system that provides each soldier with the opportunity to acquire, on duty time, civilian-recognized skills or education. The following goals have been established for education within the Army: (1) All commissioned officers are to have baccalaureate degrees and 20 percent of all career commissioned officers are to have graduate degrees. (2) All career warrant officers are to have associate degrees before they reach 15 years' service. (3) All enlisted men are to have a high school education as soon as possible after entering the service, and career N.C.O's are encouraged to complete 2 years' college equivalent study before reaching 15 years' service. Suggestions for implementing these programs are made with recognition of the problems to be encountered. (HS)

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REMARKS BY
MAJOR GENERAL LINTON S. BOATWRIGHT
DIRECTOR OF INDIVIDUAL TRAINING
DEPARTMENT OF THE ARMY

BEFORE

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

27 JAN 72

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

I AM EXTREMELY HAPPY TO HAVE THIS OPPORTUNITY TO SPEAK TO YOU TODAY, AND IT IS AN HONOR FOR ME TO ACCEPT YOUR INVITATION TO SERVE AS A MEMBER OF THE ADVISORY BOARD TO THIS TASK FORCE. I HOPE TO MAKE WORTHWHILE CONTRIBUTIONS TO THIS GROUP.

MY PRINCIPAL PURPOSE THIS MORNING IS TO TELL YOU OF SOME OF THE PLANNING WE ARE DOING WITHIN THE ARMY STAFF TO REORIENT OUR EDUCATIONAL PROGRAMS. THE THRUST OF THIS NEW ORIENTATION IS TO UTILIZE EDUCATION MORE EXTENSIVELY IN GAINING AND MAINTAINING A HIGHLY MOTIVATED, QUALITY, VOLUNTEER FORCE. MOST OF WHAT I SAY TODAY IS IN THE CONCEPTUAL STAGE AND NOT READY FOR IMPLEMENTATION; ALSO, MUCH OF WHAT I SAY TODAY PROBABLY WILL CHANGE GREATLY IN FORM BY THE TIME OF ACTUAL IMPLEMENTATION. HOWEVER, HOPEFULLY, THE IDEAS I PRESENT HERE TODAY WILL SERVE TO SHOW YOU THE TYPE OF THINKING THE ARMY IS DOING TODAY AND THE POSSIBILITIES WHICH EXIST FOR UTILIZING EDUCATION AS A MEANS FOR IMPROVING BOTH MOTIVATION AND QUALITY.

WE BELIEVE THAT WE SHOULD MOVE EDUCATIONAL OPPORTUNITY FROM A PERIPHERAL TO A MORE INTEGRAL PART OF A SOLDIER'S LIFE BY DEVELOPING AND INSTITUTING AN EDUCATIONAL SYSTEM WHICH PROVIDES EACH SOLDIER

WITH THE OPPORTUNITY TO ACQUIRE, ON DUTY TIME, CIVILIAN-RECOGNIZED SKILLS OR EDUCATION. TODAY, MOST SOLDIERS LEAVE THE ARMY AFTER TWO TO THREE YEARS OF SERVICE. FAR TOO MANY OF THEM REGARD THEIR ARMY SERVICE AS A DELAY -- A POSTPONEMENT -- OF THEIR ENTRY INTO WHAT THEY CONSIDER "REAL LIFE". THEY DECIDE TO RETURN TO THE CIVILIAN WORLD IN MANY INSTANCES IN ORDER TO LEARN A SKILL OR PROFESSION OR TO BEGIN A CAREER. WE BELIEVE THAT GOOD MEN IN LARGE NUMBERS CAN BE ATTRACTED TO SERVICE, EVEN FOR EXTENDED PERIODS, IF THEY SEE THE ARMY AS AN AVENUE, AND NOT AS AN ALTERNATIVE, TO THEIR PERSONAL AND EDUCATIONAL DEVELOPMENT. WE BELIEVE THAT AN ARMY OF YOUNG SOLDIERS SERVING IN REWARDING, EXCITING AND COMPETENT UNITS -- WHILE ADVANCING EDUCATIONALLY -- WOULD STAND AS A POWERFUL MAGNET FOR THE BEST OF AMERICAN YOUTH. FURTHER, WE BELIEVE THAT EDUCATION REPRESENTS NOT A DISTRACTION FROM, BUT POTENTIALLY A KEY INGREDIENT IN, THE LIFE OF THE PROFESSIONAL SOLDIER. BY MAKING EDUCATIONAL OPPORTUNITY AN IMPORTANT, ON-DUTY FEATURE OF SOLDIER LIFE, THE ARMY CAN ATTRACT BETTER, MORE HIGHLY MOTIVATED MEN AND RETAIN THEM FOR MORE PRODUCTIVE AVERAGE PERIODS OF SERVICE.

WE HAVE ESTABLISHED THE FOLLOWING GOALS FOR EDUCATION WITHIN THE ARMY:

a. ALL COMMISSIONED OFFICERS ARE TO HAVE BACCALAUREATE DEGREES AND TWENTY PERCENT OF ALL CAREER COMMISSIONED OFFICERS ARE TO HAVE GRADUATE DEGREES.

b. ALL CAREER WARRANT OFFICERS ARE TO HAVE ASSOCIATE DEGREES BEFORE THEY REACH FIFTEEN YEARS' SERVICE.

c. ALL ENLISTED MEN ARE TO HAVE A HIGH SCHOOL EDUCATION AS SOON AS POSSIBLE AFTER ENTERING THE SERVICE, AND CAREER NCO'S ARE ENCOURAGED TO COMPLETE TWO YEARS' COLLEGE EQUIVALENT STUDY BEFORE THEY REACH FIFTEEN YEARS' SERVICE.

THESE GOALS HAVE BEEN APPROVED BY THE CHIEF OF STAFF OF THE ARMY.

WE HAVE MADE THESE GOALS MORE MEANINGFUL FOR ENLISTED PERSONNEL BY MAKING IT MANDATORY THAT EACH INDIVIDUAL IN THE FUTURE, TO BE PROMOTED TO THE GRADE OF E6 OR HIGHER, MUST HAVE A HIGH SCHOOL DIPLOMA OR THE EQUIVALENT. BELOW THE GRADE OF E6, WE HAVE BEEN VERY GENERAL IN OUR STATEMENTS OF GOALS AND THERE ARE NO REQUIREMENTS WHICH PUT TEETH INTO OUR POLICIES, EITHER FOR THE INDIVIDUAL OR HIS COMMANDER.

OUR LIMITED EXAMINATION OF WAYS IN WHICH WE CAN

PUT TEETH INTO OUR POLICIES INDICATES THAT WE MUST ATTACK THE PROBLEM BY LEVELS. FIRST, THERE IS THE QUESTION OF WHAT TO DO WITH THE MAN WHO IS SO EDUCATIONALLY DEFICIENT THAT THE DEFICIENCY HAS AN ADVERSE EFFECT UPON EVEN THE MOST SIMPLE MILITARY DUTY. WE THINK THIS MAN SHOULD HAVE FULL-TIME INSTRUCTION AS EARLY AS POSSIBLE.

NEXT, THERE IS WHAT MIGHT BE CALLED THE INTERMEDIATE LEVEL -- THE INDIVIDUAL WHO DROPPED OUT OF HIGH SCHOOL AT THE NINTH, TENTH OR ELEVENTH GRADE ~~-----~~ -- OR THE INDIVIDUAL WHO MAY HAVE RECEIVED A HIGH SCHOOL DIPLOMA BUT WHO CANNOT TRULY PERFORM AT THIS LEVEL. OUR BEST TENTATIVE THOUGHT ON THIS INDIVIDUAL IS THAT WE SHOULD RELATE HIS PROMOTIONS IN THE ARMY TO A COMPLEMENTARY PROGRAM OF EDUCATIONAL ADVANCEMENT. OUR PLANS ALONG THESE LINES ARE STILL VERY SKETCHY, BUT WE KNOW FROM EXPERIENCE THAT FOR MANY MEN EDUCATION BECOMES IMPORTANT ONLY WHEN IT AFFECTS THE POCKET BOOK.

IN OUR NEXT CATEGORY, WE HAVE THE FULLY-QUALIFIED HIGH SCHOOL GRADUATE WHO WISHES TO UNDERGO VOCATIONAL-TECHNICAL WORK AT THE JUNIOR COLLEGE LEVEL. WE THINK THIS IS AN AREA WHERE THE ARMY CAN MAKE GREAT STRIDES -- NEEDLESS TO SAY, IT IS ONE WHERE

WE WILL BE REQUIRED TO PLACE A LOT OF EFFORT AND RESOURCES.

A LARGE PERCENTAGE OF OUR MEN WANT EDUCATIONAL OPPORTUNITIES IN THE VOCATIONAL-TECHNICAL AREAS IN PREFERENCE TO PURE COLLEGE PROGRAMS. WE HAVE ONLY SCRATCHED THE SURFACE IN THIS AREA, AND THERE IS MUCH THAT WE CAN DO. IN THE PAST TEN YEARS, YOUR COMMUNITY COLLEGES HAVE MUSHROOMED IN ALMOST EVERY STATE, AND IN MANY CASES THEY ARE LOCATED CLOSE TO OUR INSTALLATIONS. YOUR COMMUNITY COLLEGES, WITH A PROGRESSIVE AND ALMOST MISSIONARY ZEAL, ARE BRINGING EDUCATION AND VOCATIONAL INSTRUCTION TO THE POPULATION AND MANY WANT TO INCLUDE THE MILITARY. WE HOPE THAT YOUR TASK FORCE WILL FIND A WAY TO INCREASE THE SERVICES THAT JUNIOR COLLEGES CAN PROVIDE TO THE ARMED FORCES, PARTICULARLY IN THE VOCATIONAL AREAS. WE MUST INCLUDE THESE PROGRAMS AT EACH OF OUR INSTALLATIONS, AND WE ARE CONSIDERING A POLICY WHICH WILL, IF ADOPTED, REQUIRE EACH POST HAVING OVER 1,000 TROOPS TO DEVELOP AND IMPLEMENT EFFECTIVE VOCATIONAL-TECHNICAL PROGRAMS WHICH LEAD TO THE AWARD OF RECOGNIZED DEGREES AND CERTIFICATES.

FINALLY, WE THINK A FEW HIGHLY MOTIVATED QUALITY PEOPLE SHOULD BE PROVIDED AN OPPORTUNITY FOR PARTICIPATION, ON DUTY TIME, IN BACCALAUREATE OR VOCATIONAL-TECHNICAL WORK AT THE COLLEGE LEVEL. WE HAVE DEVELOPED SUCH A CONCEPT PLAN, AND IT IS CURRENTLY IN THE OFFICE OF THE CHIEF OF STAFF OF THE ARMY FOR CONCEPT APPROVAL. WE CALL OUR PROGRAM THE "JUNIOR EXECUTIVE EDUCATIONAL DEVELOPMENT PROGRAM" SO THAT ALL CONCERNED WILL RECOGNIZE THAT WE ARE DEALING IN SMALL NUMBERS BUT THAT THESE MEN WILL BE QUALITY PERSONNEL AND ARE EXPECTED TO BECOME VITAL COGS IN OUR MANAGEMENT SCHEME.

THE ESSENTIAL POINTS OF THE PROGRAM ARE THESE:

FORTY AFTERNOONS DUTY TIME PER YEAR WILL BE GUARANTEED FOR CLASSROOM WORK. IF THE SOLDIER THEN CONTRIBUTES AN EQUAL AMOUNT OF OFF-DUTY TIME, HE WILL BE ABLE TO COMPLETE FORTY-FIVE SEMESTER HOURS OF COLLEGE WORK IN THREE YEARS OF SERVICE. IF HE IS WILLING TO REENLIST AT THIS POINT, THE SOLDIER WILL BE GRANTED, AT THE START OF THE FOURTH YEAR OF SERVICE, FIVE MONTHS' "BOOTSTRAP" TO ATTEND A COLLEGE OF HIS CHOICE IN ORDER TO PERMIT COMPLETION OF WORK TOWARD AN ASSOCIATE OF ARTS DEGREE. IF THE SOLDIER IS WILLING TO AGAIN REPEAT THIS CYCLE, BY THE END OF HIS SIXTH YEAR OF SERVICE HE WILL HAVE BEEN ABLE TO

COMPLETE 90 SEMESTER HOURS AND WILL AT THIS TIME BE ELIGIBLE, UPON REENLISTMENT, TO AGAIN BOOTSTRAP -- THIS LAST BOOTSTRAP PERIOD SHOULD PERMIT HIM TO COMPLETE HIS BACCALAUREATE DEGREE, OR SOME EQUIVALENT CERTIFICATION, IN THE VOCATIONAL-TECHNICAL AREA.

OUR INITIAL PROGRAM FOR COMBAT ARMS IN BACCALAUREATE WORK WILL BE AT ONE OF OUR LARGER STATIONS HAVING A STRONG COMMUNITY COLLEGE AND UPPER COLLEGE LEVEL SUPPORT. ASSIGNMENTS WILL BE CENTRALLY CONTROLLED FROM HEADQUARTERS, DEPARTMENT OF ARMY, SO THAT WE CAN INSURE EDUCATIONAL GOALS ARE TIED INTO REASSIGNMENT ACTIONS. WE WILL INITIALLY HAVE ONLY ONE OVERSEAS AREA IN OUR BACCALAUREATE ENDEAVOR -- THAT WILL BE IN EUROPE. LATER, WE HOPE TO EXPAND TO OTHER THEATERS.

THE CURRICULUM WILL BE LIMITED TO GENERAL STUDIES WITH AREAS OF CONCENTRATION IN BUSINESS ADMINISTRATION AND BRANCHES OF THE SOCIAL SCIENCES. OUR CONVERSATIONS WITH SOME UNIVERSITIES LEAD US TO BELIEVE THAT WE WILL GET FULL COOPERATION FOR THIS NEW PROGRAM. TO IMPLEMENT, WE MUST HAVE COOPERATING COLLEGES ESTABLISH COMMON POLICIES OF ADMISSION,

TRANSFER OF CREDITS, ACCEPTANCE OF NON-TRADITIONAL EDUCATION, RESIDENCE AND GRADUATION REQUIREMENTS.

OUR CONCEPT INCLUDES AN ENLISTMENT AND REENLISTMENT OPTION WITH ULTIMATE PROGRAM INPUT OF 5,000 MEN PER YEAR. TEST NUMBERS MAY BE GREATLY REDUCED FROM THIS FIGURE.

NOW, I WOULD LIKE TO TALK A MOMENT ABOUT OUR ON-GOING GED COLLEGE PROGRAMS. WE ENVISION A CONTINUATION OF THESE PROGRAMS; HOWEVER, EACH MUST BE REVITALIZED. I HAVE ALREADY SPOKEN OF OUR PLANS IN THE VOCATIONAL-TECHNICAL AREA.

OUR MAJOR PROBLEM IN THE BACCALAUREATE AREA IS THAT WE HAVE CONCENTRATED TOO MUCH OF OUR ATTENTION ON POPULAR COURSES AND NOT ENOUGH UPON THE DEVELOPMENT OF INTEGRATED PROGRAMS WHICH CAN LEAD TO DEGREES. HOWEVER, WE ARE WORKING TO ACHIEVE AN AGREEMENT BETWEEN CERTAIN OF THE COLLEGES WHICH SUPPORT OUR PROGRAMS TO ADOPT COMMON ADMISSION, CREDIT TRANSFER, RESIDENCE AND DEGREE REQUIREMENTS. IF WE CAN OBTAIN AGREEMENT TO OUR IDEAS ALONG THESE LINES, WE BELIEVE WE CAN ATTRACT GREATLY INCREASED NUMBERS. WE ALSO BELIEVE WE WILL KNOW WHERE TO CONCENTRATE OUR EFFORTS AND WHERE TO EXPEND RESOURCES

LIKEWISE, SPECIFIC PROGRAMS ARE REQUIRED TO FIT

OUR NEEDS AT THE GRADUATE LEVELS. A NOTEWORTHY ACHIEVEMENT IS IN THE EUROPEAN COMMAND, WHERE 18 GRADUATE EDUCATION CENTERS HAVE BEEN ESTABLISHED. THE EUROPEAN COMMAND PROGRAMS ARE DESIGNED TO ENABLE A SOLDIER TO OBTAIN A GRADUATE DEGREE IN 22 MONTHS, AND WE FIND THAT GRADUATE STUDY IS MORE READILY AVAILABLE IN EUROPE THAN IT IS TO SOLDIERS AT OUR LARGE CONTINENTAL ARMY POSTS. WE FEEL THAT ANY POST IN EXCESS OF 3,000 IN POPULATION SHOULD BE ABLE TO SUPPORT A GRADUATE PROGRAM, AND WE HOPE TO BE ABLE TO PUT TEETH INTO THE REQUIREMENTS RELATING TO SUCH PROGRAMS. THESE PROGRAMS ARE PARTICULARLY IMPORTANT TO YOUNG OFFICERS WHO ARE AWARE, IN MANY CASES, THAT PROMOTION, SELECTION AND ASSIGNMENTS ARE GEARED TO EDUCATIONAL LEVELS. THEY ARE ALSO AWARE THAT OUR PERSONNEL SPACES AND DOLLARS ARE LIMITED FOR FULLY FUNDED PROGRAMS AND THUS NOT EVERYONE WILL BE SELECTED FOR SUCH PROGRAMS. HENCE, MANY OFFICERS WILL BE REQUIRED TO GAIN THEIR GRADUATE DEGREES THROUGH OFF-DUTY PROGRAMS.

TO THIS POINT, MY REMARKS HAVE BEEN DIRECTED AT EDUCATIONAL PROGRAMS FOR SOLDIERS OF A VOLUNTEER FORCE. THEY HAVE LONG-RANGE AS WELL AS IMMEDIATE IMPLICATIONS. NOW, I TURN TO ANOTHER AREA -- WHAT CAN YOU DO TO HELP US?

FIRST, YOU CAN EXTEND THE BREADTH OF THE AMERICAN COUNCIL ON EDUCATION'S EFFORTS AT EVALUATING ARMY SERVICE SCHOOL COURSES IN TERMS OF EQUIVALENT ACADEMIC CREDIT BY EXAMINING ARMY TECHNICAL TRAINING AND ITS COMPARABILITY TO VOCATIONAL-TECHNICAL COURSES OFFERED BY COMMUNITY COLLEGES.

SECOND, YOU CAN DETERMINE THE DEGREE TO WHICH THE COMMUNITY COLLEGE PROGRAMS AND SERVICES ARE BEING USED AT NEARBY ARMY INSTALLATIONS. THIS INCLUDES, BUT IS NOT LIMITED TO, BOTH ON-POST AND OFF-POST ENROLLMENTS, ADEQUACY OF ADMINISTRATIVE AND LOGISTICAL SUPPORT, AND SIGNS OF ANY PROBLEM AREAS.

THIRD, YOU CAN DETERMINE THE DEGREE OF COMMONALITY OF POLICIES AND PRACTICES OF THE COLLEGES NEAR OR SERVING ARMY INSTALLATIONS WITH RESPECT TO ADMISSIONS, AWARD OF CREDIT FOR NON-TRADITIONAL LEARNING, TRANSFER OF CREDIT, AND RESIDENCE AND GRADUATION REQUIREMENTS.

FOURTH, YOU CAN DETERMINE THE DEGREE TO WHICH JUNIOR OR COMMUNITY COLLEGES CONDUCT PROGRAMS FOR ADULTS TO EARN A HIGH SCHOOL DIPLOMA OR A CERTIFICATE OF EQUIVALENCY.

IN CLOSING, I WOULD LIKE TO SAY THAT I AM MOST APPRECIATIVE OF THE ASSISTANCE THAT WE HAVE RECEIVED FROM THE ENTIRE ACADEMIC COMMUNITY -- SOME OF THE STRONGEST SUPPORT WE HAVE RECEIVED IS FROM THE JUNIOR COLLEGES. THEY ARE INNOVATIVE, DYNAMIC, AND PREPARED TO HELP. WE WITHIN THE ARMY LOOK FORWARD TO WORKING WITH YOU IN ORDER TO MAKE GREATER UTILIZATION OF EDUCATION AS A MEANS FOR BOTH RECRUITING AND RETAINING HIGH QUALITY MOTIVATED PERSONNEL WITHIN OUR VOLUNTEER FORCE.